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AUTHOR Kouimanos, John, Ed.
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ABSTRACT

As one in a series of test item collections developed by the Assessment and Evaluation Unit of the Directorate of Studies, items of value from past tests are made available to teachers for the construction of unit tests, term examinations or as a basis for class discussion. Each collection was reviewed for content validity and reliability. The test items meet syllabus content and aims best suited to multiple choice questions, but teachers are meant to base the use of the test items on student ability and the particular program objectives. World development and population features are presented in the fifth volume of geography test items, covering developed nations as well as Third World countries. Test items concern present conditions and trends for the future. Answer keys and guidelines for test construction are provided. Tables, maps and diagrams illustrate many items. (CM)

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New South Wales **Department of Education**

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GEOGRAPHY

LIBRARY OF TEST ITEMS

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TM 820 298

VOLUME FIVE

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March 1979
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GEOGRAPHY

LIBRARY OF TEST ITEMS

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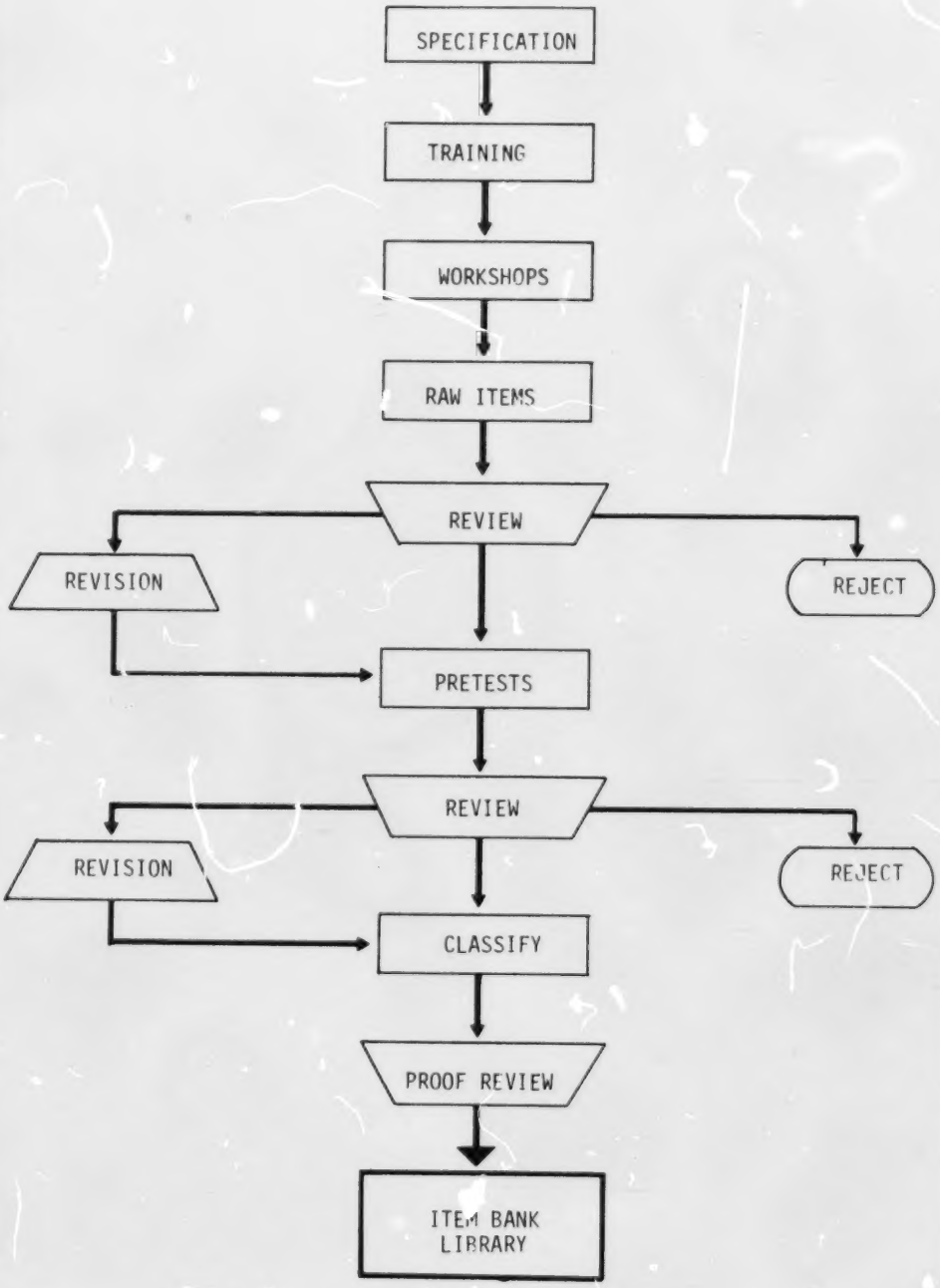
* Mineral and Energy Resources will be published as a separate volume - Volume 6 and will be distributed to schools in term 3 1979.

GEOGRAPHY ITEM BANK DEVELOPMENT PROCEDURES



THE GEOGRAPHY ITEM BANK

This volume of test items is an addition to the four already available to schools. The collection is intended to provide teachers with an increasingly useful resource for the classroom testing of students in Geography in Years 7 to 10.

At this stage only multiple choice items are included. This is to satisfy the immediate need of providing a service for teachers in the area of test construction where many experience greatest difficulty. Good multiple choice items involve time for and expertise in writing, reviewing and editing. Each of these processes involves different skills and these skills are best carried out by different groups of teachers. For these reasons a school staff would not normally be in a position to develop such a library of test items themselves.

TEACHER INVOLVEMENT

These procedures have involved a large number of teachers from both Government and non-Government schools over the past three years. The workshops and review committees are composed of practising teachers and the pretests have been conducted in both city and country schools. The emphasis on the use of classroom Geography teachers has been deliberate in order to ensure that the Bank presents a representative cross-section of ideas which currently pervade the teaching of Geography in Years 7 to 10 in N.S.W. schools.

QUALITY CONTROL

To ensure quality only those items which successfully passed through the item bank development procedures have been included.

Review committees at three stages as well as sharing in the general editing, also checked each item for content validity. Pretests were used to see how items worked in the field. They help in the elimination of ambiguity and are used to establish the efficiency of the items as measuring instruments of student achievement. Three of the major statistical criteria used for the pretest analysis are:

(i) Item Facility: The facility index measures the proportion of the sample candidature who answered the question correctly. It is a measure of difficulty of the item for the sample candidature. Items in this collection have a facility index of between .30 and .85.

(ii) Item Discrimination: This index measures the degree to which success on the item is correlated with success on the total test of which the item is a part. A commonly used index of discrimination is the point-biserial correlation co-efficient. Items in this collection attained a point-biserial correlation co-efficient of at least 0.25. This means that on the pretest, each item added significantly to the total score information about the relative achievement of the candidature.

(iii) Distractor Efficiency: Within each item, each distractor was chosen by at least 5% of the total candidature, except in the case of very easy items, where an even spread of respondents was sought.

For a test to be reliable, other features apart from these three should be considered. However, the proven quality of these items, as measured by these three criteria, makes it highly likely that tests composed of items from this collection and administered to appropriate classes will be a more reliable instrument, and provide more information about students than teachers could normally produce.

TESTING WITH MULTIPLE CHOICE ITEM

The items are designed to provide more reliable information about the students:

- Knowledge of subject content
- comprehension of data - the translation and interpretation of data
- ability to select and apply data in problem solving
- ability to analyse data
- ability to synthesize data

It is obvious that this library concerns itself with the cognitive educational objectives only. This is in no way to suggest that the effective domain objectives are of lesser importance. However, there is yet to be produced any conclusive evidence that such objectives can be measured by this form of testing in Geography. It is acknowledged that some objectives such as

- the ability to synthesize data
- the gathering, recording and organization of data
- problem solving
- making value judgements;

are best evaluated by other instruments such as extended free response, restricted free response, research projects, etc. In addition, the course document, Geography Years 7 to 10 specifies some objectives in the form of knowledge, skills and values, which are better suited to testing by methods other than multiple choice items. Consequently, this library is unlikely to be balanced in its coverage. In no sense, therefore should this collection be regarded as defining topics, scope or the difficulty level of what is to be taught. These decisions must lie with teachers in the classroom who are familiar with the interests and abilities of their students, and the objectives of their programmes. Similarly, any programme of evaluation of students achievement should not be confined to multiple choice items alone, but should incorporate a variety of testing instruments.

All teachers would acknowledge their responsibility to make decisions and judgements regarding their students. Any assistance which can be provided to the classroom teacher to assist him in obtaining more and better data on which such decisions are based will enhance the evaluation of students' achievement.

USES OF THE ITEM COLLECTION

It is suggested that items might be used for the following purposes:

(i) As a source of ideas for topic, unit, term tests, the results of which provide some of the information for the ranking of students for report and certification purposes. Items in the library will give a good spread of scores and significant discrimination between students, and thus should minimise a bunching of students around the middle of the scale.

(ii) As a source of items for the constructions of tests which will detect individual and class strengths and weaknesses. If the library is to be used for such diagnostic testing, the teacher must be aware that the library was not specifically designed for such testing. With careful selection, it may be possible to construct tests which measure a degree of skill in a prespecified objective.

(iii) As a source of ideas for in-school item construction.

(iv) As a basic for classroom discussions (it should be noted that stimulus material was NOT designed for use with the overhead projector. The letter size used in typing items would not be legible at more then 4 metres from the screen in an average classroom).

TEST PREPARATION USING THE ITEM BANK:

Two copies, punched for ring-binding, are sent to each school - one for cutting up to produce a "printing master" and another to be left intact as a master file. If the cut-up items are used carefully and stored suitably, they should be able to be used many times for making printing masters. (See "Preparation of Printing Masters".) It is suggested that large envelopes be bound in the ring binder to store cut-up items.

In the typical presentation of multiple choice questions in this bank:

- the stimulus or general data is provided
- the stem or question is asked
- four alternatives or options to the stem are provided
- the key is the correct alternative
- the distractors are the remaining alternatives.

. Items in the library may be reproduced for classroom use in any form desired by teachers. To facilitate the preparation of printing master, particular attention has been given to both the diagrams and layout of items.

. The keys or answers to questions are provided at the end of each topic.

. The order, groupings or sub-groupings of questions are not designed to reflect any suggested order of treatment but rather to facilitate the publishing of the questions.

. It will become evident that it has been impossible to locate all questions in small watertight compartments. Questions on a particular concept or area of content may be found in more than one category.

. The numbers allocated to items are intended only to identify the items. Space has been provided for teachers to include their own numbering of questions e.g.

Questions to (P42 to P49) refers to....

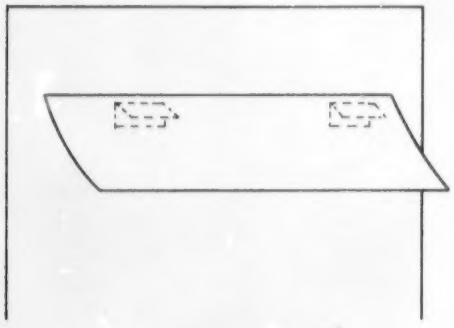
Preparation of Printing Masters

This method is recommended as it allows the prepared master to pass through a typewriter for the addition of page and question numbers etc. and prevents the electric scanner "reading" sticky tape patches and top edges of cut items.

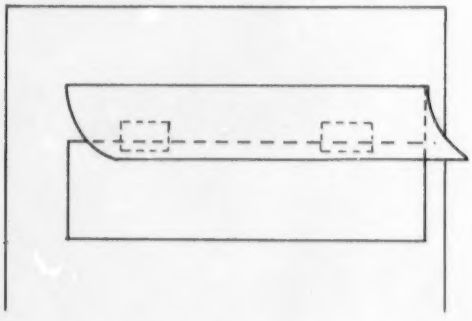
1. Type your test heading on a blank page.

2. Cut out items carefully. Always cut *very* close to and *below* the lines which separate questions.

3. Fix question 1 in position, "stamp-hinge" style:



4. Slide the top edge of Q.2 under the bottom edge of Q.2, and position Q.2 correctly.



5. Holding Q2 in position, lift the bottom edge of Q.1 and tape Q.2 in position, so that when Q.1 is allowed to sit flat again, it completely covers the tape used to hold Q.2 Q.2 should be fastened by its top edge only.

6. Stick Q.3 in place as described for Q.2 in (4) and (5) above.

7. Number all the questions (gaps have been left in the instructions for a set of questions, for the inclusion of your question numbers e.g. Questions to (G93 to G96 are based on the graph below).

ACKNOWLEDGEMENTS

Editorial and Review Committees

Mr. D. Bliss	-	Inspector of Schools (formerly Ashcroft High School)
Mr. R. Graham	-	Parramatta High School
Mr. K. Hannan	-	Jannali Girls High School
Mr. J. Kouimanos	-	Directorate of Studies
Mr. D. Mitchell	-	Castle Hill High School
Mr. N. Mitchell	-	Hurslstone Agricultural High School
Mr. J. Morrison	-	Elderslie High School

Special acknowledgement is also due to Mrs. C Burke who was involved in the initial development work of this project.

Comments and Criticisms

Comments and criticisms from teachers are welcome. All correspondence should be addressed to:

The Subject Officer (Geography),
Directorate of Studies,
Department of Education,
Box 33 G.P.O.
SYDNEY NSW 2001

* * * * *

WORLD DEVELOPMENT

Questions to (P1 to P5) refer to the information shown below.

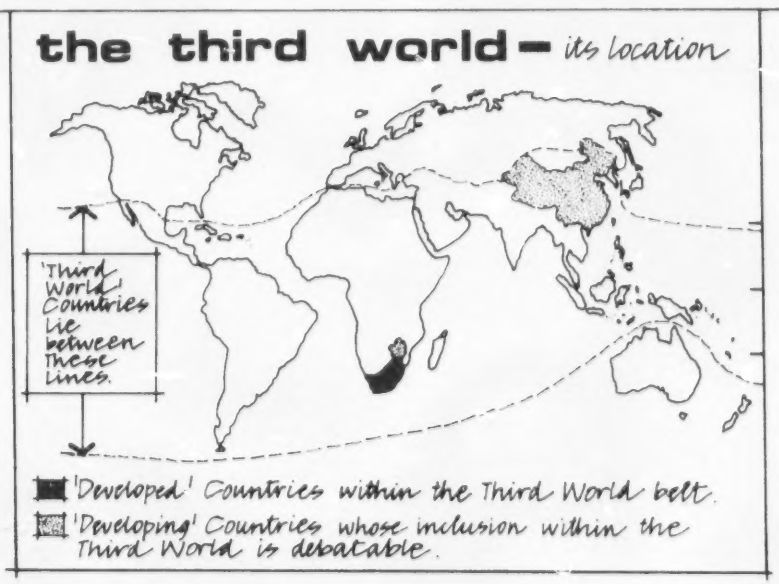
The "Third World" Scottish Standing Committee for Voluntary International Aid

The quick answer to the question - What is the Third World? - would probably be most countries and territories of Afro-Asia and Latin America. Obviously the phrase the Third World has a peculiar relevance to the Cold War period when the capitalist West and the Communist East confronted each other. If the West could be seen as the First World and the Communist Bloc as the Second World, the developing countries could be identified as the uncommitted but seriously disadvantaged Third World. However, the phrase - Third World - is an ambiguous one because it is difficult to define exactly. Some countries do not fit neatly into any one of these categories. For example, is Rhodesia a developing country with its under-privileged five million blacks or is it a Capitalist-developed country dominated by a very small white elite? China is very difficult to classify; a country that is a potential Super-Power with a Communist form of government yet cut off from association with the USSR and most European Communist countries. China moreover offers herself as a model for Third World development more relevant, she claims, than the Soviet system of economic planning and development to the special difficulties of Third World countries. Yet for all that, she exhibits some of the features of developing countries - low income per head, under-utilised resources, a huge rural population and until very recently a fast population growth rate.

Drawing up a list of countries of the Third World is therefore a rather arbitrary business with many problems of classification. The conventional list of Third World countries is however a useful one so long as these reservations are borne in mind. Here is the present United Nations list:

ALL ASIA (except Japan, mainland China, Mongolia, North Korea, Vietnam and Asian parts of the USSR).

ALL AFRICA (except the Republic of South Africa and possibly Rhodesia).
THE CARRIBEAN
CENTRAL AMERICA
SOUTH AMERICA
OCEANIA (except Australia and New Zealand).
MALTA, GIBRALTER and CYPRUS


the third world – its location
'Third World' Countries lie between these lines.
'Developed' Countries within the Third World belt.
'Developing' Countries whose inclusion within the Third World is debatable.

Three continents which could be included in the "Third World" are

1. North America, Europe and Australia.
2. Eurasia, Australia and South America.
3. Asia, Africa and South America.
4. Africa, North America and South America.

P1

Some of the features of "developing countries" would be

1. high income, high degree of urbanisation and very high standards of living.
2. rapid development, labour shortages and low inflation.
3. small rural population, shortage of resources and low agricultural production.
4. low income per head, under-utilised resources and a huge rural population.

P2

In this passage, what is meant by "First World" and "Second World" countries?

1. The first and second parts of the world to be developed.
2. Western countries and Communist Bloc countries.
3. The earliest and later parts of the world which were discovered.
4. The most important and second most important parts of the world.

P3

Which group of countries would be classified as Third World countries?

1. India, Brazil and Cyprus.
2. Japan, Indonesia and Malta.
3. Australia, Argentina and Egypt.
4. South Africa, Mexico and Malaysia.

P4

Why is the phrase, "Third World" particularly relevant to the 'Cold War'?

1. It refers to the politically uncommitted but seriously disadvantaged countries.
2. The phrase refers mostly to very cold and economically poor countries.
3. Third World countries have not yet joined the fighting.
4. The Cold War is about to start .

P5

The levels of energy consumption and steel consumption in a country indicate

1. the level of technology.
2. the level of secondary production.
3. the standard of living.
4. all of the above.

P6

The reason for the use of radios and cars per 1000 population as indicators is to show the

1. way in which people spend their leisure time.
2. relative efficiency of transport and communications.
3. level of productivity in secondary industry.
4. growth rate of efficiency of capital.

P7

Questions to (P8 to P10) refer to the information shown below.

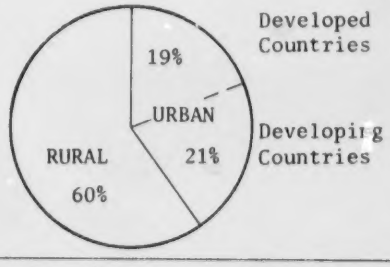
THE THIRD WORLD AND URBAN GROWTH

Not only has there been a rapid growth of population throughout the Third World, but this has been accompanied by a very powerful 'urban pull'; in the last twenty years there has been a remarkably fast growth of city populations. A new phenomenom in the Third World - the conurbation - is now appearing. Most of the urban centres are exceptional in their countries e.g. Calcutta is not typical of India where about 8 in every 10 people still live in villages.

Nevertheless, what is worrying is that most of these cities do not have the industrial and commercial growth to sustain a fast-increasing population. The squalor of many of these cities and of shanty towns on their fringes creates acute problems for city authorities and central governments. Added to the problems of providing jobs, water-supply, sanitation, medical services, city authorities have a problem of law and order. This may be partly due to the high proportion of young males seeking work in the city.

WORLD POPULATION:

URBAN AND RURAL



Present rate of increase of World Urban Population - 3.2% p.a.

The typical settlement of the Third World countries is still the

1. conurbation.
2. village.
3. city.
4. hamlet.

P8

The passage suggests that the key to sustaining a large urban population is the provision of

1. accommodation and sanitation.
2. law and order and water.
3. shanty dwellings and food.
4. industrial and commercial opportunities.

P9

The percentage of the world's population living in the urban areas of developing countries is

1. 3.2%
2. 19%
3. 21%
4. 60%

P10

Questions to (P11to P15) refer to the table below.

MANUFACTURING EMPLOYMENT, LIVING STANDARDS, AND URBANIZATION FOR SELECTED COUNTRIES

1978

COUNTRY	PERCENT OF WORK FORCE		ANNUAL INCOME PER CAPITA $U.S.	PERCENT POPULATION URBAN
	MANUFACTURING	AGRICULTURE		
USA	25	4	7800	76
UK	33	3	4000	78
Sweden	30	9	8650	84
Australia	27	8	6100	86
Ireland	19	27	2590	55
Chile	19	24	1050	83
India	11	69	150	22
Pakistan	10	60	170	27
Indonesia	6	66	240	19
Ivory Coast	1	85	610	20

The percentage of workers in tertiary industries in Australia is approximately

1. 55%
2. 65%
3. 75%
4. 85%

P11

The nation with the greatest proportion of people living in urban areas is

1. U.S.A.
2. Chile.
3. Australia.
4. U.K.

P12

The table shows that the two poorest countries have at least 60% of their

1. population living in cities.
2. population earning less than $90 per year.
3. workforce engaged in primary industry.
4. workforce engaged in tertiary industry.

P13

The two countries with the highest standard of living have more than 60% of their workforce in

1. the agricultural sector of the economy.
2. the manufacturing sector of the economy.
3. both agricultural and manufacturing sectors of the economy.
4. the tertiary sector of the economy.

P14

The high per capita income in some countries is a result of

1. the comfortable climate of these countries.
2. technological advances in industry and agriculture.
3. high levels of food production.
4. a high degree of urbanization.

P15

Questions to (P16 and P17) refer to the table below.

REGION	GNP PER CAPITA ($US)	POPULATION (MILLIONS)
North America	7100	236
Japan	4450	112
Europe (excluding USSR)	3830	515
South America	1050	213
Central America	970	106
Africa	390	414
Asia (excluding Japan)	280	1957
Oceania	4480	21

1977 Figures

The region with the highest per capita GNP is

1. North America.
2. Europe (excluding USSR).
3. South America.
4. Japan.

P16

In the 3 regions with the lowest GNP per capita, the relationship between GNP per capita and population is

1. the higher the population the lower the GNP per capita.
2. the lower the population the lower the GNP per capita.
3. the higher the population the higher the GNP per capita.
4. not apparent.

P17

Questions to (P18 to P21) refer to the table below.

CURRENT GROWTH RATES OF INCOME AND OF POPULATION: AVERAGES FOR DEVELOPED AND DEVELOPING COUNTRIES (1977)

Percent Growth Rates per Year	Developed Countries	Developing Countries
G.N.P.	4.2	5.7
Population	0.8	2.5
Income per capita	3.4	1.8
G.N.P. per capita $U.S.	>$2500	<$2500
Growth of G.N.P. per capita in dollars per year $U.S.	$ 110	$ 20

Based on the table, it could be said that the features of developing countries compared to developed countries are

1. higher population growth with higher G.N.P. per person but low growth in G.N.P. per person.
2. higher population growth with higher G.N.P. growth rate per capita.
3. equal G.N.P. growth rate with higher G.N.P. per capita and income per capita growth.
4. higher G.N.P. growth rates with higher population growth and lower income and production per person.

P18

The table shows us that compared to developed countries the developing countries of the world have

1. lower productivity.
2. slower growth rates in G.N.P.
3. a higher standard of living per person.
4. both (1) and (2).

P19

Based on evidence in the table, which of the following is a true statement?

1. The population growth rate in developing countries is almost double that in developed countries.
2. The growth rate of income per capita in developed countries is almost double that in developing countries.
3. The G.N.P. per capita of developing countries is double that in developed countries.
4. None of the above.

P20

The figures for G.N.P. per capita tell us that

1. in developing countries each worker contributes equal amounts to the wealth of the country.
2. in developing countries workers have more machines to enable them to contribute more to national production.
3. in developing countries, the contribution per person to national production is lower than in developed countries.
4. all of the above are correct.

P21

The use of figures for literacy are a useful measure of development in a country because they indicate

1. the extent of basic education in the population.
2. the level and extent of education in the country.
3. whether the population is highly educated.
4. the number of young people in the population.

P22

Doctors per 100,000 population, and calorie and animal protein intake are used as indicators of

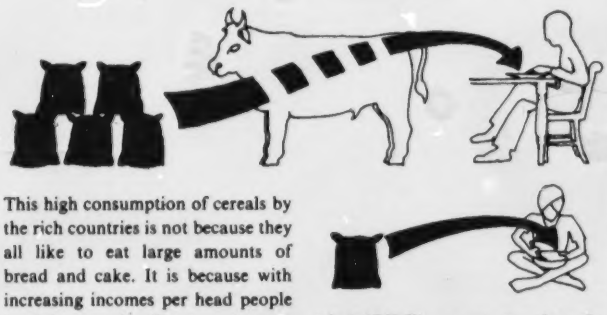
1. the level of health in the economy and workforce.
2. the wealth of the people in the economy.
3. the level of education and training available to doctors.
4. how over-worked the doctors in the country are.

P23

Questions to (P24 to P 26) are based on the extract below.

"The high income countries (30% in the world's population) accounted for 51% of total consumption of cereals for all uses in 1969/71"

Source U.N. World Food Assessment 1974



This high consumption of cereals by the rich countries is not because they all like to eat large amounts of bread and cake. It is because with increasing incomes per head people in rich countries like to eat meat. Therefore much of the cereal goes into feeding livestock. "The 370 million tons of grain used annually for livestock feed in (the rich countries) 1969/71 was greater than the total human consumption of cereals in India and China together".

Source U.N. World Food Assessment 1974

The percentage of the world population regarded by the United Nations as being in low income countries was

1. 30%
2. 51%
3. 70%
4. 81%

P24

The general message being conveyed in this article is that

1. it takes 370 million tons of grain per annum to feed livestock.
2. livestock in the rich countries eat more cereals than do Indians and Chinese.
3. Indians do not eat livestock so no grain is required.
4. rich people should not eat such large amounts of bread and cake.

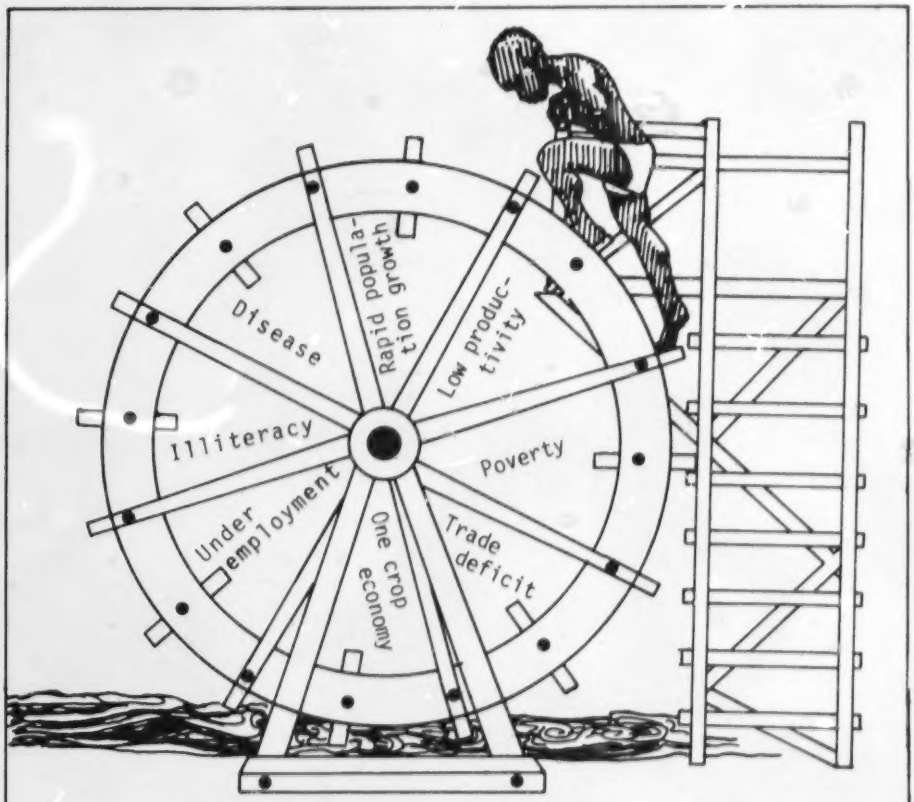
P25

The extract is intended as

1. information regarding the amount of cereals eaten each year.
2. information that peoples' incomes are increasing.
3. an appeal to the developed countries to think of the developing countries.
4. an appeal to eat a greater quantity of meat.

P26

Questions to (P27 to P31) refer to the diagram below.



THE MISERY-GO-ROUND

This diagram shows

1. the increasing affluence of underdeveloped people.
2. a method of raising water to irrigate land.
3. the cycle of misfortune that besets the people of underdeveloped countries.
4. how poor people in underdeveloped countries can improve their standard of living.

P27

Why is being a one-crop economy a problem for underdeveloped countries?

1. Everyone must eat the same food.
2. Any change in climate or market affects the whole economy.
3. The country must import only one product.
4. Not much money can be made from selling only one crop.

P28

Under-employment refers to

1. people being unable to find any form of employment.
2. too many jobs available for the number of workers.
3. insufficient work being available for the existing workforce.
4. unemployment caused by very low wages.

P29

Why do disease, malnutrition and poverty particularly affect rural populations?

1. These conditions only occur in rural areas.
2. Improvements in living standards usually start in the cities.
3. City areas are more unhealthy and have fewer jobs.
4. The majority of the people have moved out of the cities into the rural areas.

P30

One method by which some governments of underdeveloped countries are trying to break this cycle is to

1. increase taxation so that funds will be available.
2. develop an efficient defence system.
3. introduce a democratic voting system.
4. encourage foreign capital and technology.

P31

Questions (P32 to P 33) refer to the cartoon shown below.

This cartoon indicates that the wealthy countries want the developing nations to

1. beg for food supplies.
2. ask for medical aid.
3. limit their population growth.
4. adopt western dietary habits.

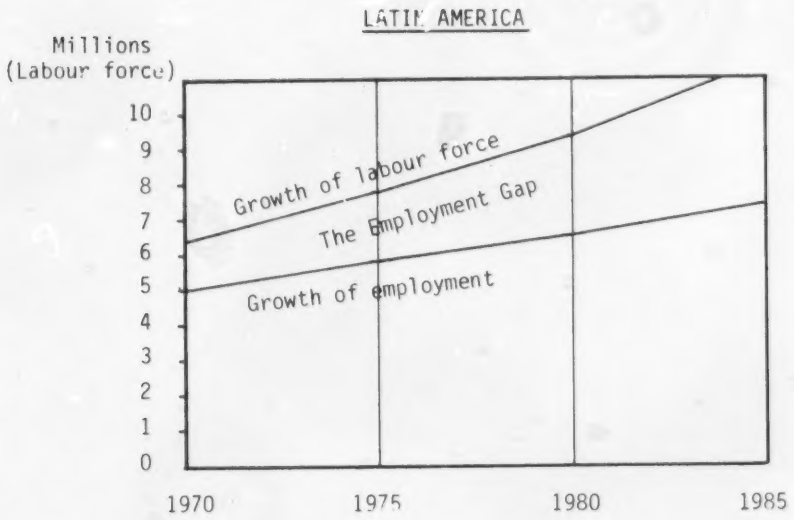
P32

This cartoon indicates that a major problem facing developing countries is

1. a high protein intake.
2. insufficient food supplies.
3. different ethnic origins.
4. an oversupply of technical equipment.

P33

Questions to (P34 to P35) refer to the following graph for Latin America.



The above graph indicates that unemployment in Latin America will become

1. a greater problem.
2. a lesser problem.
3. a cause of the third world war.
4. no problem after 1985.

P34

"Employment gap" means the difference between

1. the cost of living and the dole.
2. agricultural and industrial wages.
3. the number of workers and number of jobs.
4. skilled and unskilled jobs.

P35

The vicious circle of poverty describes the situation of

1. high income, low level of technology.
2. low income, high level of technology.
3. low income, high savings.
4. low income, low investment.

P36

Which of the following is most likely to aid economic development in a poor country?

1. Gifts of capital equipment.
2. Nuclear weapons.
3. Military equipment.
4. Cultural and sporting exchanges.

P37

Australia assists developing countries to improve their standard of living through such agencies as

1. S.E.A.T.O.
2. A.N.Z.U.S.
3. Colombo Plan.
4. Marshall Plan.

P38

Many developing countries with low living standards have

1. low per capita income.
2. a temperate climate.
3. high literacy rates.
4. a high level of industrialization.

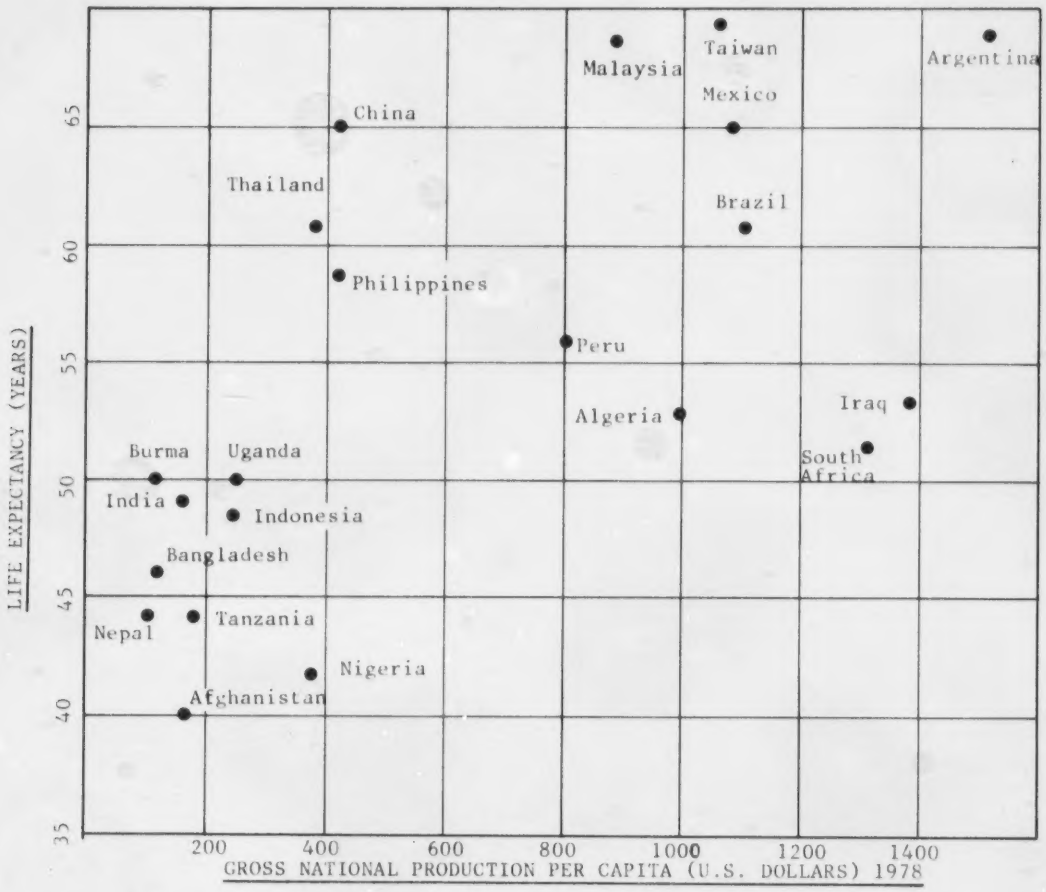
P39

Agriculture in most developing countries is characterised by

1. labour intensive techniques.
2. a high level of technology.
3. high productivity per hectare.
4. capital intensive techniques.

P40

Questions to (P41 to P45) refer to the graph shown below.



● DEVELOPMENT LEVEL shows a relationship to the expectation of life at birth. Here the life expectancy in some developing countries with a population of 10 million or more is plotted against average income per capita per year.

This graph shows the relationship between

1. age and income for people in the developing parts of the world.
2. life expectancy at birth and average income per head per year of people in selected developing countries.
3. the size of the population of developing countries and their national income.
4. the average age of people in developing countries and that country's total income.

P41

Which country has the greatest life expectancy?

1. Taiwan.
2. Nigeria.
3. Argentina.
4. Nepal.

P42

Which one of the following countries has the highest income per head?

1. South Africa.
2. Mexico.
3. Indonesia.
4. Algeria.

P43

Which one of the following countries has the highest life expectancy and the lowest income per head?

1. Thailand.
2. Philippines.
3. South Africa.
4. Brazil.

P44

The general conclusion to be drawn from this graph is that the

1. richest of these countries have the shortest life expectancy.
2. poorest countries of the world have the shortest life expectancy.
3. countries with the lowest standard of living have populations of more than ten million.
4. poorest countries of the world have the longest life expectancy.

P45

Questions to (P46 to P48) refer to the statements below.

Each of the following boxes contains statements listing the most dominant features influencing the economic development of the three model countries.

Country No. 1

Low quality and inadequate reserves of mineral resources. Highly developed technology. Skilled and technologically trained workforce. Extensive urban market for consumer goods.

Country No. 2

Regions of arable land with high yield per hectare. Favourable climatic environment for crop production. Skilled urban and rural workforce. Diversified industrial production. Extensive mineral resources.

Country No. 3

Illiterate, ill-trained urban workforce. Low agricultural production per hectare of arable land. Considerable reserves of rich mineral ores. Lack of finance for establishment of industry. Extensive undeveloped arable land.

Of these three models, the country with economic features most similar to Australia is

1. Country No. 1.
2. Country No. 2.
3. Country No. 3.
4. neither 1 nor 2 nor 3.

P46

A country with economic features most similar to model Country No.1 would be

1. Ethiopia.
2. Bangladesh.
3. Japan.
4. Fiji.

P47

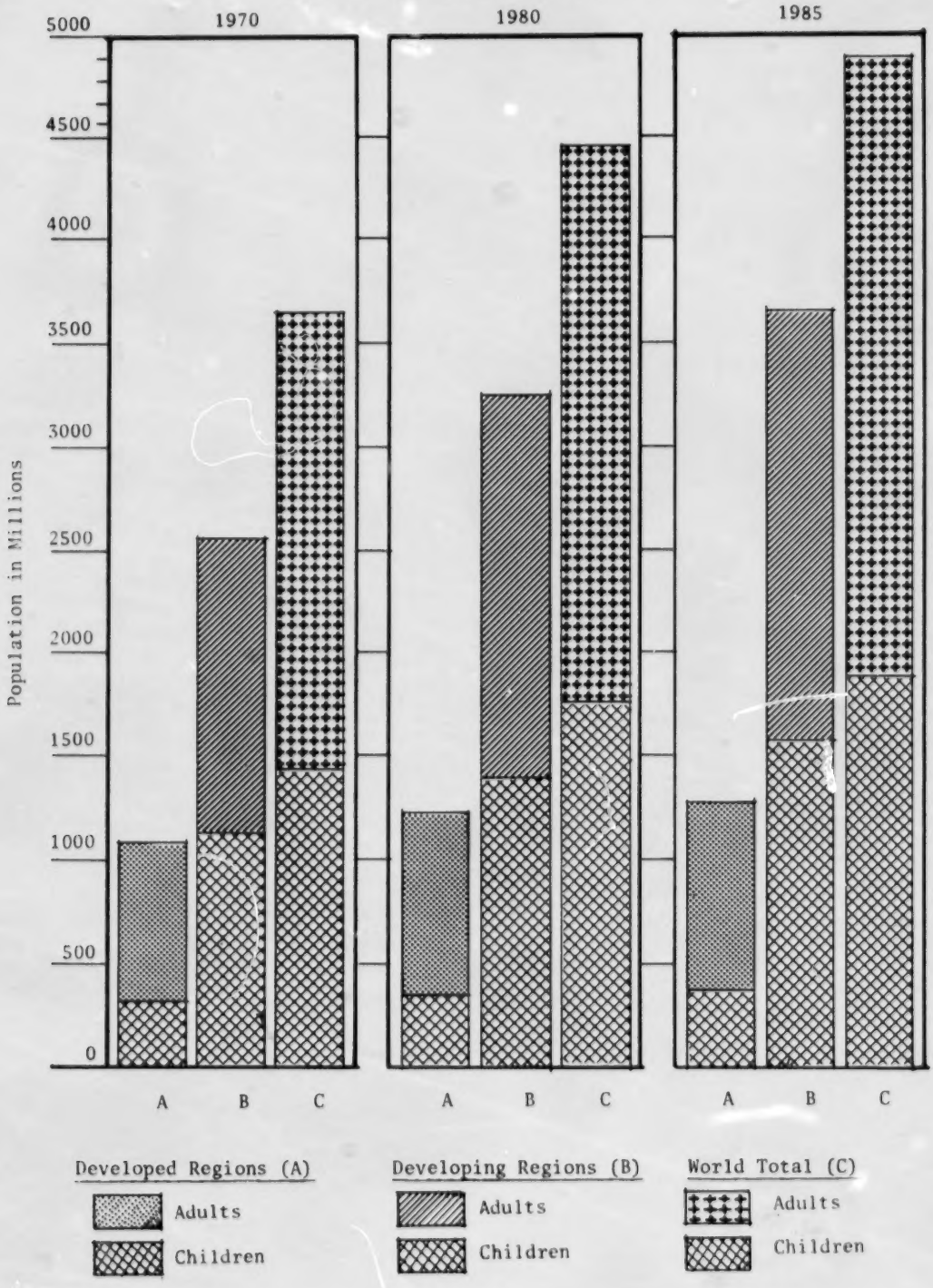
Model Country No. 3 would most likely be described as economically

1. developing.
2. over-developed.
3. developed.
4. undeveloped.

P48

Questions to (P49 to P52) refer to the column graph shown below.

DISTRIBUTION OF TOTAL WORLD POPULATION AND CHILD POPULATION (0-15) IN EACH CATEGORY



The total number of people in the developed regions in 1970 was approximately

1. 300 million.
2. 800 million.
3. 1,100 million.
4. 2,500 million.

P49

The increase in the number of children in the developing regions between 1970 and 1980 was approximately

1. 750 million.
2. 250 million.
3. 150 million.
4. 25 million.

P50

The predicted total world population in 1985 is

1. 2 billion.
2. 3 billion.
3. 4.4 billion.
4. 4.9 billion.

P51

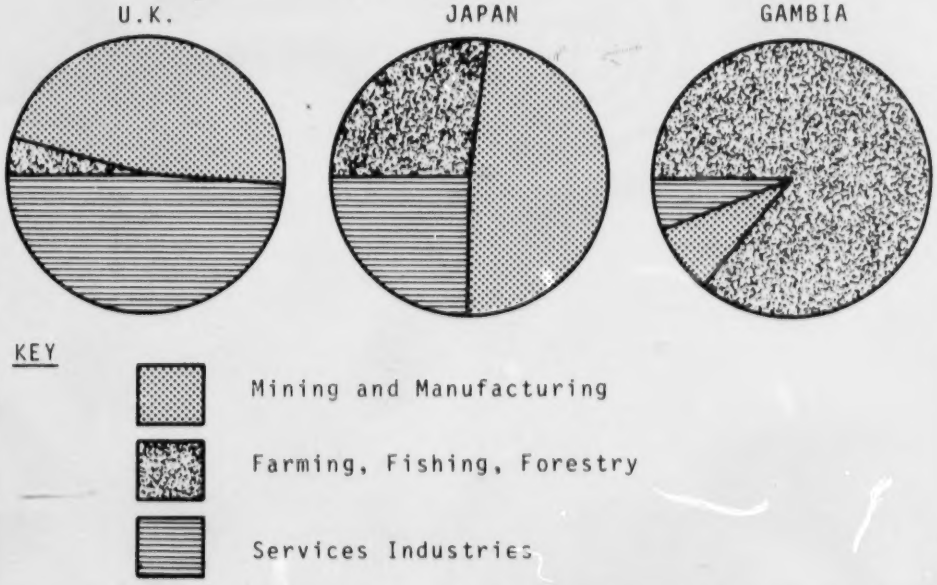
Compare the growth of world population between 1970-80 and 1980-85. The rate of growth per annum of the world's population in this period will

1. increase.
2. decrease.
3. fluctuate.
4. remain fixed.

P52

Questions to (P53 to P56) refer to the information shown below.

EMPLOYMENT DIVISIONS IN U.K., JAPAN AND GAMBIA



ECONOMIC DEVELOPMENT

In three countries, U.K., Japan and Gambia, we have very different sets of circumstances contributing to the economic structure.

In the U.K., which is the cradle of modern industry, supplies of industrial raw materials and power sources are mined and used in the vast industrial complexes of the English Midlands, South Wales and Central Scotland. The combination of advanced technology and exporting of goods has enabled the U.K. to feed itself through capital intensive farming methods and importing of foodstuffs.

Japan presents a situation which reflects both the old and the new. Many people still farm small plots of land intensively to feed the hungry populace. Although much of the industry is automated, manufacturing and mining still employ 48% of the population. The smaller percentage of people in service industries indicates that Japan is, by this criteria still behind the U.K. in economic development.

Gambia is a complete contrast. Economic progress relies on the export of a few minerals and the products of an agricultural system which can only be described as primitive. The small percentage of people employed in the service industries, (less than 10%) consist of Public Servants who fill jobs in an administrative structure left behind by the colonial power.

In which sector of the U.K.'s economy are most people employed?

1. Agricultural.
2. Industrial.
3. Pastoral.
4. Tertiary.

P53

The agricultural system within the U.K. is best described as

1. labour intensive.
2. capital intensive.
3. extensive commercial.
4. extensive subsistence.

P54

The country which employs the smallest percentage in the tertiary sector is

1. South Wales.
2. Japan.
3. Gambia.
4. the U.K.

P55

Gambia's economy is slow in developing because it

1. relies solely on agricultural produce.
2. relies on the products of its secondary industry.
3. is still administered by a colonial government.
4. depends on the export of a limited range of primary products.

P56

Questions to (P57 to P58) refer to the table below.

COMMODITIES OF TRADE FOR SELECTED DEVELOPING NATIONS

Nation	Imports	%	Exports	%
Brazil	Manufactures	40	Food	62
	Crude Materials	4	(Coffee : 42)	
	Fuels	21	Crude materials, fuels	21
	Food	18	Manufactures	7
	Chemicals	16		
Ghana	Manufactures	74	Cocoa	66
	Food	11	Wood	13
	Chemicals	6	Diamonds	7
	Materials, fuels	5	Manganese	5

Developing nations are more vulnerable in respect to export earnings in that they

1. are totally dependent on food exports.
2. all rely on the developed nations' coffee consumption.
3. are highly dependent on the export of one commodity.
4. all depend on the export of manufactured articles.

P57

Brazil would experience a marked decline in its export earnings if

1. it could not import manufactured goods.
2. coffee crops failed.
3. home manufacturing industries closed.
4. all food crops other than coffee failed.

P58

Questions to (P59 to P61) refer to the table below.

EXAMPLES OF AUSTRALIAN EXTERNAL ECONOMIC AID.

	1970 $'000	1974 $'000
Multilateral		
International Development Association	2 815	6 870
Asian Development Bank - Capital Subscription	3 795	1 585
U.N. Development Programme	1 785	1 997
U.N. Childrens' Fund	825	632
World Food Programme	963	1 742
International Red Cross	15	25
Bilateral		
Special Aid to South Vietnam	390	779
Indus Waters Scheme	663	207
Foreign Exchange Operations Fund - Laos	643	638
Special Commonwealth African Assistance Plan	497	1 025
Disaster Relief	176	78

Multilateral aid is

1. provided by Australia only to Papua New Guinea.
2. channelled through international agencies then to recipient countries.
3. given directly by Australia to a particular under-developed country.
4. given to under-developed countries by individual non-government organisations.

P59

Bilateral aid is

1. channelled through international agencies then to individual recipient countries.
2. a grant to the U.N. Childrens' Fund.
3. provided by individual organisations.
4. given by the donor country direct to the recipient country.

P60

The organization to which Australia provided the greatest increase in Multilateral Aid between 1970 and 1974 was the

1. International Development Association.
2. Subscription to Asian Development Bank.
3. U.N. Development Programme.
4. Colombo Plan.

P61

Questions to (P62 to P65) refer to the passage below.

THE COLOMBO PLAN

Australia took a leading role in the creation of the Colombo Plan in 1950. It was established to promote the development of countries in South and South-east Asia, mainly through technical assistance. As well as most of the countries in that region, its members include Australia, Canada, New Zealand, the United Kingdom and Japan. The member countries in South and South-east Asia plan their own development programmes with the advice of the Committee directing the plan. The members outside the region help financially. Aid is given in response to specific requests by the developing countries and co-ordinated by the Committee.

Individuals and groups from the less developed countries are sent abroad for training. Experts and advisors are sent to them to assist in planning and development schemes, and to train local people. Equipment is supplied for certain schemes. Australia has given trucks, tractors and other farm machinery, electrical and communications equipment, and roadbuilding machinery. Specific projects, such as the construction of factories and technical schools, are also undertaken through the Colombo Plan.

The member nations of the Colombo Plan are

1. only developed nations.
2. only developing nations.
3. both developed and developing countries.
4. only countries in the South East Asian region.

P62

For developing countries, the Colombo Plan provides

1. foreign loans.
2. projects, equipment, experts and training.
3. schemes for development run by private companies.
4. donations of capital equipment only.

P63

The principal form of aid that countries outside South East Asia provide is

1. planned development programmes.
2. financial aid.
3. food supplies.
4. credit to rural farmers.

P64

Which one of the following would be a typical example of technical assistance under the Colombo Plan?

1. Advice on quick maturing seed varieties.
2. Food packages to undernourished peasants.
3. Cash loans at low interest rates.
4. Purchase of poor farming land by foreign countries.

P65

Questions to (P66 to P69) refer to the information shown below.

OF HUMAN BONDAGE IN MODERN INDIA.

Luter Bohia, a skinny undernourished man in his early fifties, has been working without wages for 30 years - because he borrowed $20 and cannot repay the loan.

If old-age catches up and he can't do manual work on the farm, his son, now in his twenties, will hoe and plough the master's land to repay his father's debt.

But, as the interest keeps mounting, Luter Bohia's son may well spend a lifetime working for a debt he knows nothing about.

His master, the local moneylender, expects Bohia to do a good day's work. When he slows down he is whipped. If there is extra work, as at harvest time, Bohia's entire family works on the master's land. Like him, they too, are the property of the master.

Ironically, bonded labour, abolished by the Indian Government in 1976, is still practised, and not all that surreptitiously.

Those who were bonded at least had a job. The master, as his part of the contract, was expected to provide work for bonded workers and when they worked they were paid. Now many former bonded workers are jobless.

Sydney Morning Herald, September, 1977.

The major problem referred to in this article is the

1. poor farming techniques.
2. lack of properly controlled credit facilities.
3. unreliable climate.
4. poor quality of the soils.

P66

Luter can't pay off his debts because

1. he does not work hard enough.
2. the fields he works are too large.
3. he uses all his funds to maintain his family.
4. the interest he is charged keeps mounting.

P67

Bonded labour refers to

1. farmers being paid with bonds instead of money.
2. farmers being tied to the employ of one person.
3. workers who are not paid for their efforts.
4. people who own only a very small farm.

P68

The bonded labour system ensures that rural workers

1. are paid high wages.
2. are never in debt.
3. have a job throughout the year.
4. can continually use machinery to improve output.

P69

Questions to (P70 to P73) refer to the passage below.

ENVIRONMENTAL CRISIS : EARTH

Spaceship Earth is now filled to capacity or beyond and is in danger of running out of food. And yet the people travelling first class are, without thinking, demolishing the ship's already overstrained life-support systems.

Unfortunately, this description of the world's 'environmental crisis' appears to be all too realistic. We are well aware of the major causes - overpopulation, uncontrolled technology, rapidly declining reserves of natural resources, too rapid urbanisation, and environmental decay - and some of us have begun to accept "doomsday" as inevitable. Doomsday, of course, varies, according to one's degree of pessimism, from the extreme of a global holocaust to the more probable situation in which quality of life will decline rapidly until rising pollution and related factors produce an equally sharp fall in the world's total population, somewhat like a Black Death situation of the Middle Ages. Yet serious though the situation appears to be, all is not yet lost. The Stockholm Conference in 1972 began to charter the way towards improving the quality of the environment on a world scale with its action plan of environmental assessment, environmental management and a range of supporting measures.

(Geog. Education. June 1976, pp. 455-6)

The author suggests that the Earth is in danger of running out of food because of

1. poor seasons.
2. overpopulation.
3. warfare.
4. urbanisation.

P70

Who is the author referring to as the people travelling "first class"?

1. The people living in the cities.
2. Populations with low per capita income.
3. The millions in the underdeveloped countries.
4. Populations with very high standards of living.

P71

Which one of the following factors has been a cause of the present "environmental crisis"?

1. Underpopulation.
2. A global nuclear holocaust.
3. A decline in the rate of urbanisation.
4. Declining reserves of natural resources.

P72

What form does this author suggest 'Doomsday' will probably take?

1. A global nuclear holocaust.
2. A decline in the quality of life.
3. Rising population.
4. An increase in urbanisation.

P73

Questions to (P74 to P76) refer to the following quotes on aspects of India's way of life.

A. "The plow share consists of a curved, sharpened piece of wood with a flattened iron spike for a blade".

B. "A five acre field must be ploughed at least twice, requiring eight days of labour by one man and two bullocks".

C. "The Indian peasant is not concerned with increasing production so much as he is concerned with preventing sinful behaviour in himself and his neighbours".

D. "It is the custom for married sons to remain under the paternal roof".

E. "One thing holds true for all ... one must remain subject to his particular caste taboos and will not change his profession which would lower his status".

Which of the quotes above indicates that the allocation of human resources in India is governed largely by tradition?

1. A only.
2. B only.
3. C and E.
4. A and D.

P74

Which of the quotes above indicate that India's underdeveloped technology requires that the Indian peasant works long and hard?

1. A and B.
2. B and C.
3. C and D.
4. A and E.

P75

Quote "E" indicates that caste is a way of life in India which hinders development because it demands

1. creativity.
2. conformity.
3. independence.
4. self-reliance.

P76

Questions to (P77 to P79) refer to the passage below.

THE NEW SOCIETY : CHANGE IN THE INDIAN VILLAGE

The village is the heart of India. Eighty percent of its people farm the land surrounding the villages that crowd the Indian landscape. As the population increases, each village must raise more food or the people will eventually starve. Moreover, productivity per man on the farms must increase in order to feed the millions of new workers who will soon man India's growing factories. Unless the villages change, India's hope for industrialization and economic progress will never be fulfilled.

But change comes hard. Indian villages are wedded to traditional ways and resist change from outside. Obsolete equipment, poor farming techniques, and age-old habits of mind must all be replaced if increased agricultural productivity is to be a reality. Moreover, villages must be changed by persuasion since Indian economic planners use democratic methods rather than force. For this reason, India's leaders must work through people who understand the traditional society and through institutions which the villages accept and trust.

From: *Tradition and Change in Four Societies.*

The passage indicates that in the past the village people of India used their land to grow crops primarily

1. for sale in nearby factories.
2. to be consumed by the family.
3. for consumption in the village.
4. for commercial purposes.

P77

This passage indicates that as India becomes more 'developed'

1. rural workers will have to work harder with their traditional equipment.
2. rural workers must adopt new technology in agriculture.
3. more people should go into the industrial sector as it is overcrowded.
4. rural production must become more labour intensive.

P78

To achieve 'change' in India, the Government must

1. reduce disease and starvation to increase population growth.
2. favour moral behaviour and conduct rather than physical well being.
3. rely on age-old traditions in making economic decisions.
4. persuade the people through traditional institutions to change.

P79

Questions to (P80 to P82) are based on the advertisement, from an Indian newspaper, shown below.

The boat had not gone far from the place he started. And then he found out what had happened. He had been rowing against strong currents which almost neutralised his speed.

After 20 years of hard and earnest efforts to improve the standard of living of our people, we have not gone far enough from where we started, though, of course, in certain areas we have moved a long way. Take food production, for instance. It has gone up to 17 million tons during the 14 years from 1951 to 1965 but the amount of food available for each person decreased by 0.4 oz. What about employment opportunities? Educational facilities? In these and several other development areas, our efforts have been nullified by the rapid rate of the growth of population. We add to our population more than 13 million people every year. Isn't it a formidable problem for any country to tackle?

YOU CAN solve this problem by limiting your family. Please visit the Family Planning Centre in your vicinity There you get free services. Remember: ▽ Red Triangle is the symbol of Family Planning.

Have fewer children
When you have two,
that will do.

The advertisement is trying to convince Indian people to

1. increase their food production.
2. decrease employment opportunities.
3. increase the size of their families.
4. limit their number of children.

P80

According to the advertisement the greatest problem India has to overcome to achieve economic development is

1. decreasing food supplies.
2. rapid population increase.
3. few employment opportunities.
4. the lack of family planning centres.

P81

The remedy advocated for this problem is

1. increase food production.
2. decrease employment opportunities.
3. improve educational facilities.
4. birth control.

P82

WORLD DEVELOPMENT

TOPIC P

Question No.	Answer
P1	3
P2	4
P3	2
P4	1
P5	1
P6	4
P7	2
P8	2
P9	4
P10	3
P11	2
P12	3
P13	3
P14	4
P15	2
P16	1
P17	1
P18	4
P19	1
P20	2
P21	3
P22	1
P23	1
P24	3
P25	2
P26	3
P27	3
P28	2

Question No.	Answer
P29	3
P30	2
P31	4
P32	3
P33	2
P34	1
P35	3
P36	4
P37	1
P38	3
P39	1
P40	1
P41	2
P42	1
P43	1
P44	1
P45	2
P46	2
P47	3
P48	1
P49	3
P50	2
P51	4
P52	1
P53	4
P54	2
P55	3
P56	4

Question No.	Answer
P57	3
P58	2
P59	2
P60	4
P61	1
P62	3
P63	2
P64	1
P65	1
P66	2
P67	4
P68	2
P69	3
P70	2
P71	4
P72	4
P73	2
P74	3
P75	1
P76	2
P77	3
P78	2
P79	4
P80	4
P81	2
P82	4

POPULATION

Questions to (R1 to R5) refer to the map and chart below.

CONTINENT	% WORLD POPULATION	% WORLD AREA
NORTH AMERICA	6.16%	16.41%
SOUTH AMERICA	7.93%	11.93%
ASIA	56.95%	19.25%
AFRICA	9.62%	20.34%
EUROPE (incl. U.S.S.R.)	18.96%	17.46%
AUSTRALIA	0.53%	5.39%

The term Population Density usually refers to

1. the number of people living on an area of land.
2. the racial composition of the population.
3. the statistical grouping of people in each age division.
4. the pattern in which the population is spread over an area.

R1

Which continent of the world has the largest number of people?

1. Asia.
2. North America.
3. Europe.
4. Africa.

R2

Which continent of the world has the greatest density of population?

1. Asia.
2. North America.
3. Europe.
4. Africa.

R3

The highest percentage of the world's population lives in

1. Tundra areas.
2. Monsoon Asia.
3. Coniferous forest regions.
4. areas with a Mediterranean climate.

R4

The least populated continent in the World is

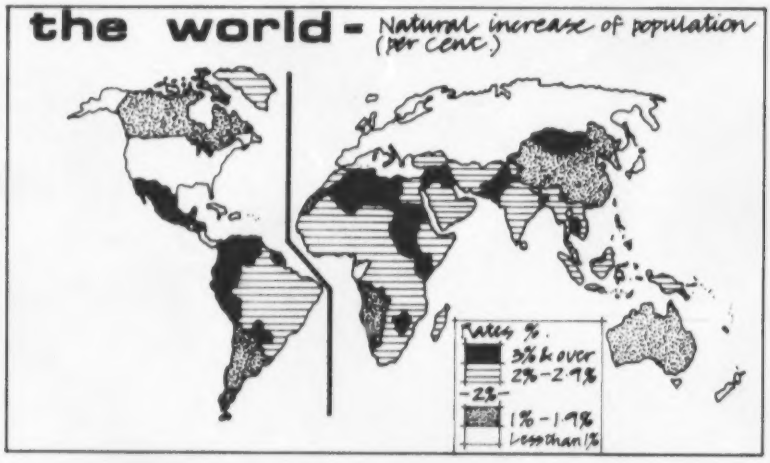
1. Africa.
2. Australia.
3. South America.
4. North America.

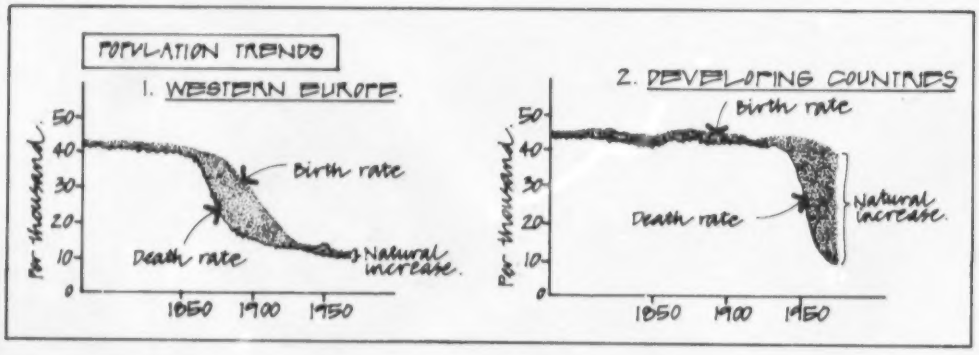
R5

Questions to (R6 to R10) refer to the information below.

RAPID POPULATION GROWTH IN THE THIRD WORLD

Because of the extension of the 'medical revolution' to the Third World since the 1940's, the death rate has fallen sharply whilst birth rates generally have remained high. This is why the "population explosion" has been very clearly in evidence in many Third World countries. Moreover, the sharp fall in infant mortality rates means that more babies are surviving the dangers of the first year of life which in all likelihood means many more will survive to become themselves parents and so the process goes on.





The term, Natural Increase, when applied to population refers to the

1. population increase resulting from migration.
2. movement of people from rural to urban areas.
3. difference between live births and deaths.
4. comparison of the death rate in several countries.

R6

A 3% population increase means

1. an increase of 3% in the birth rate of a country.
2. a 3% increase in birth rate and a 3% fall in the death rate.
3. a fall of 3% in the death rate.
4. the population of a country will be 3% higher at the end of the year.

R7

What does the article suggest was the reason for the "population explosion" in many of the Third World countries?

1. An increase in the birth rate of these countries.
2. The increasing number of immigrants coming from overseas.
3. An increase in both birth rate and death rate.
4. The revolution in medical technology.

R8

According to the map, which two of the following countries have a population growth rate of 3% or more?

1. Mexico and Pakistan.
2. Brazil and Egypt.
3. Indonesia and China.
4. Argentina and Canada.

R9

A difference between the Population Graph of Western Europe and that of developing countries is

1. birth rates have fallen in both but death rates have risen in developing countries.
2. birth and death rates have fallen in Western Europe but only death rates have fallen in developing countries.
3. populations are static in developing countries but rising in Western Europe.
4. death rates have risen in developing countries but fallen in Western Europe.

R10

Questions to (R11 and R12) refer to the table below.

COMPARATIVE STATISTICS OF SELECTED COUNTRIES (1978)

	Population in Millions	Population per sq.km.	Births per 1000	Infant Mortality per 1000	Life Expectation in years	Adult Literacy Rate, % (1974)	GNP per capita $U.S.
Brazil	107	12.5	36	109	61	64	1030
Hong Kong	4.3	4300	18	14	72	90	1760
India	630	191	34	129	49	36	140
Iran	33	21	45	104	57	50	1660
Jamaica	2	182	30	20	68	86	1110
Nigeria	70	76	49	157	41	-	360
Pakistan	75	93	44	139	51	21	160
United Kingdom	56	229	12	14	72	98	4000
United States of America	218	23	15	15	73	99	7890
Australia	14.3	1.9	17	14	72	100	6100

A high level of literacy in a country is closely related to

1. low life expectancy.
2. high incomes per head.
3. low population.
4. high infant mortality.

R11

The occurrence of low infant mortality, long life expectancy and high levels of literacy in a country might suggest that

1. the people are poor and unable to contribute much to government taxation.
2. government spending on health and education is high.
3. huge sums have been borrowed from overseas to provide an efficient transport system.
4. government spending on education and health is low.

R12

Questions to (R13 to R15) refer to the table below.

WORLD POPULATION STATISTICS 1978 (U.N. SOURCES)

AREA	PEOPLE (MILLIONS)	CRUDE* BIRTH RATE	CRUDE* DEATH RATE	ANNUAL RATE OF NATURAL INCREASE (PERCENT)
WORLD	4220	29	12	1.7
DEVELOPED COUNTRIES	1180	17	9	0.8
DEVELOPING COUNTRIES	3040	39	14	2.5
AFRICA	436	46	19	2.7
ASIA (EXCEPT JAPAN)	2319	30	12	1.9
LATIN AMERICA (TROPICAL)	344	36	9	2.7
U.S.	218	15	9	0.6
JAPAN	114	16	6	1.0
EUROPE	480	15	10	0.4
U.S.S.R.	261	18	9	0.9
AUSTRALIA	14.3	17	8	0.8

* (Per 1000 Population Per Year)

Compared with developed countries, the developing countries have

1. higher birth rates and lower death rates.
2. lower birth rates and higher death rates.
3. higher birth rates and higher death rates.
4. lower birth rates and lower death rates.

R13

The area with the largest increase in population per year is

1. Africa.
2. Latin America (Tropical).
3. Asia (except Japan).
4. Japan.

R14

The approximate proportion of the world's people in developing countries is

1. one-quarter.
2. one-third.
3. one-half.
4. three-quarters.

R15

Why is the average life-span in India only 50 years, whereas in the more developed countries it is 70 years?

1. Pollution, congestion and road deaths are greater in the developed countries.
2. Many older Indian people migrate to other countries.
3. Malnutrition, disease and poverty are much more widespread in India.
4. People in the developed countries eat more luxuries and dairy produce.

R16

One reason why the world's population increased so rapidly in the last 50 years is

1. that the world's birthrate has increased substantially.
2. lower production of foodstuffs has caused malnutrition.
3. improved medical facilities have kept more people alive.
4. fewer wars have meant that less people have been killed.

R17

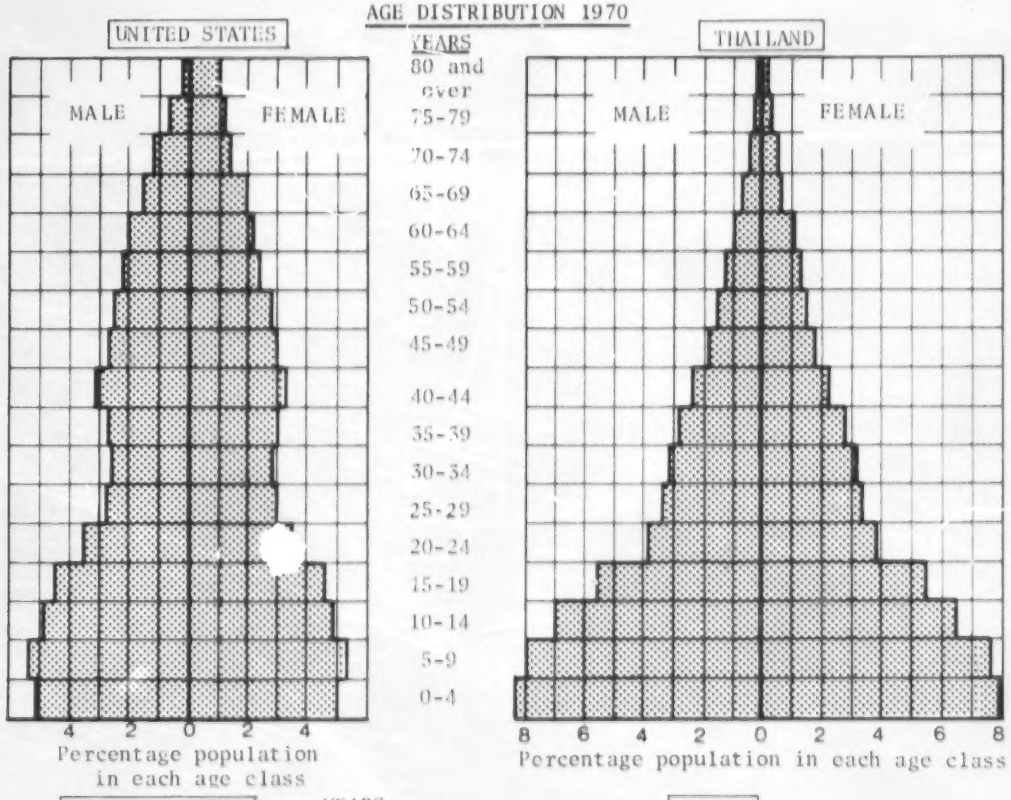
Why is 50% of the Earth's land surface inhabited by only 1% of the population?

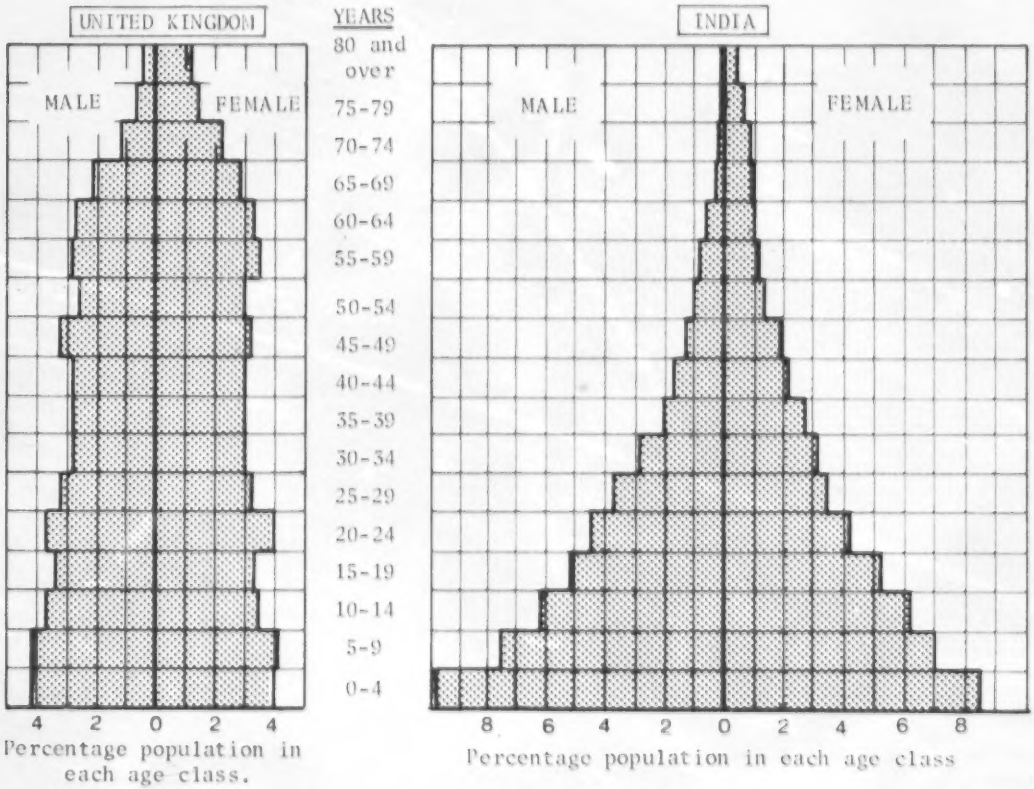
1. 1% of the population prefer to live in relative isolation.
2. 50% of the Earth's surface is too difficult for man to use or adapt to at the present time.
3. There is a likelihood of earthquakes in these areas.
4. Because of the relatively even distribution of resources throughout the Earth's surface.

R18

Questions to (R19 to R26) refer to the diagrams below.

AGE DISTRIBUTION 1970





These four diagrams show the age structure of the population in four individual countries. This type of diagram is called a

1. bar graph.
2. statistical pyramid.
3. population pyramid.
4. census graph.

R19

From the graphs, which two countries have the greatest percentage of population of childhood age?

1. United Kingdom and Thailand.
2. United States and India.
3. United States and Thailand.
4. India and Thailand.

R20

From the graphs the country which has the most uniform distribution of population by age groups is

1. the United Kingdom.
2. the United States.
3. Thailand.
4. India.

R21

Which country had the greatest percentage of female population over 80 years of age in 1970?

1. United Kingdom.
2. United States.
3. Thailand.
4. India.

R22

In the U.S.A., the most significant decline in birth rates occurred in

1. the 1890's.
2. 1935-1940.
3. 1950-1965.
4. 1965-1970.

R23

The two countries with the greatest percentage of their population over 60 years of age are

1. India and Thailand.
2. Thailand and the United States.
3. the United Kingdom and Thailand.
4. the United States and United Kingdom.

R24

In the 1970's the birth rate in the United States declined. Should this trend continue, then in future years there will be

1. little need to provide education.
2. a shortage of young workers and a smaller percentage of aged population.
3. an increased proportion of the population in the adult population group.
4. more male population than female population.

R25

The shape of the graphs for the United States and United Kingdom are similar to one another and the shape of the graphs for Thailand and India are similar to one another. This trend could be the result of

1. good public relations between similar countries.
2. both the United Kingdom and the United States have high living standards whereas Thailand and India have relatively low living standards.
3. both Thailand and India having had more room for expansion than both the United Kingdom and the United States.
4. both the United Kingdom and the United States continually advertising to their population the disadvantages of having large families.

R26

Questions to (R27 to R29) refer to the information given below.

The table below gives a contrast between high and low population growth rates:

COUNTRY	% Growth Rate of Population per annum (1963-69 mean annual % increase)	Estimated time to Double Population
BANGLADESH	4.0	17 years
BRAZIL	3.0	24 years
VENEZUELA	3.4	21 years
U.K.	0.5	150 years

India's population growth rate is not so high as many other 3rd World countries - Jordan, Kenya, the Philippines for instance - but her problem is that her population is already so large that a growth rate of about 2.4% means about 14 million additional Indians every year.
A rapid increase in population can often produce a "treadmill" situation where any increased production achieved by additional efforts and technical or scientific advances tends to be swallowed up by the extra mouths that have to be fed.

A country with an annual population growth of 3.0% and a population of 50 million could expect its total population to reach 100 million in

1. 17 years.
2. 21 years.
3. 24 years.
4. 150 years.

R27

Even though its population growth rate is not so high, the population added to India's total each year is approximately equal to the population of

1. the U.S.A.
2. the U.K.
3. New Zealand.
4. Australia.

R28

The rapid increase in India's population will mean that

1. standards of living will rise rapidly and continuously.
2. there will be little increase in standards of living.
3. the population will become more affluent.
4. birth rates must be falling.

R29